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ABSTRACT

Based on bibliographies in Arthur Chickering's "The Modern American College," a search in the ERIC database, a manual search in "Library Literature," and additional sources, this annotated bibliography presents 57 items on the evolving relationship between the independent adult learner and the public library. These sources of information examine the independent adult learner, specific library programs for the adult learner, and the role of the librarian as a learning consultant. Included are books, manuals, journal articles, dissertations, and ERIC documents. A brief introductory essay is also provided. (ESR)

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The Library and the Independent Adult Learner :

An Annotated Bibliography

by

Patricia Morris Donegan

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Although colleges and universities are a conduit of adult learning, the bulk of adult learning experiences are self-planned and take place outside of such formal learning settings. Lifelong learning has been defined as "the process by which individuals continue to develop their knowledge, skills, and attitudes over their lifetimes."[1] A simple question or a general sense of curiosity about a particular subject can be the impetus which causes the adult to undertake an independent learning project. Lifelong learning is related to a variety of factors such as job-related tasks, home and family management, or leisure time activities. "Most adults, in most learning projects, are motiviated by some fairly immediate problem, task, or decision that demands certain knowledge or skills."[2]

In the United States, the public library has historically served as a learning center. The public librarian has collected and assembled resources and has assisted the adult learner to choose appropriate resources from these collections which address his or her specific learning inquiries. The traditional role of the public librarian as readers advisor has begun to evolve toward a high level of assistance. "Formerly seen as sources of books for the bookish, many libraries, especially metropolitan ones, are now actively involved in a wide range of adult ... learning services - information and referral (I & R) concerning all locally available human services, General Education Development (GED) preparation, television and video tape learning, and assistance with all sorts of independent or self-directed learning

projects."[3] Besides giving quick answers to simple information queries and suggesting a "good novel" to read for pleasure, public librarians have begun to function as learning consultants for independent adult learners. "As the independent student grows and changes in learning, so must the library profession meet his growth with change, some of which might challenge concepts of the profession's traditional roles."[4]

This annotated bibliography focuses on this evolving relationship between the independent adult learner and the public library. These sources of information examine the independent adult learner, specific library programs for the adult learner, and the role of the librarian as a learning consultant. The bibliographies in chapters 13 and 14 of Chickering's The Modern American College provided the kernel of information sources. By selectively examing these key sources, additional books and articles were discovered. Still other sources were selected from the results of a search in the ERIC database and a manual search in Library Literature.

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[1] U.S. Dept. of Health, Education and Welfare. Education Division. Lifelong Learning and Public Policy (Washington, D.C. : Government Printing Office, 1978), p. 1.

[2] Allen Tough, "Interests of Adult Learners," in The Modern American College, ed. by Arthur Chickering (San Francisco : Jossey Bass, 1981), p. 300.

[3] Richard E. Peterson, "Opportunities for Adult Learners," in The Modern American College, ed. by Arthur Chickering (San Francisco : Jossey Bass, 1981), p. 317.

[4] Jean S. Brooks and David L. Reich, The Public Library in Non-Traditional Education (Homewood, Ill. : ETC Publications, 1974), p. 13.

American Library Association. Library-Community Project. Study in the Community: A Basis for Planning Library Adult Education Services Chicago : American Library Association, 1960.

This paper is for the public librarian who needs a guide to library-community study as a basis for defining the role of the library in developing adult education activities. Procedures are suggested by which the library staff, the trustees, and the citizens of a community can evaluate the present adult education activities and services of the library, develop guidelines for changes in emphasis or extension of these services, and reassess the library's role in the total educational structure of the community.

Boles, Suzanne, and Smith, Barbara. "The Learner's Advisory Service," Library Trends, 28 (Fall, 1979), 165-178.

This overview article traces the development of adult learners' advisory programs in public libraries. The Learner's Advisory Service developed through a four year experiment (1972-1976) called the Adult Independent Learning Project which was sponsored by the Office of Library Independent Study and Guidance Projects within the College Entrance Examination Board. The national office encouraged nine public library systems and one statewide library network (N.Y.) to plan and test services for self-directed adult learners.

Brooks, Jean S., and Reich, David L. The Public Library in Non-Traitional Education Homewood, Ill. : ETC Publications, 1974.

This book presents a detailed description of the Dallas Public Library's participation in the Adult Independent Learning Project sponsored by the College Entrance Examination Board. The addendum to the text provides facsimiles of working tools such as the project proposal, budget, and promotional materials including brochures, television spot script, newspaper advertisements, and a sample study guide and reading list.

Butler, Linda. "The Educational Advisory Services Project," Teaching at a Distance, 19 (Summer, 1981), 85-86.

This article describes a two-year project funded by the British Library with the objectives of analyzing and assigning the role of public library services in the development of educational advisory services for adults.

Carr, D. "Agent and Learner: Interactions in Assisted Adult Library Learning," Public Library Quarterly, 2 (Summer, 1980), 3-19.

Relationships between independent adult learners and assisting librarians were examined using critical incident technique, a means for collecting narrative data. Librarians acting as learner's advisors provided descriptions of effective and ineffective encounters with adults who sought new skills or knowledge through systematic library assistance. Eight critical themes were found: individualization, mutuality, support, information, expectation, learning from practice, and clarification. The agent and the learner created complex encounters in which the information given was less important to learning than the quality of the giving.

Cohn, William L. "Meeting Adult Literacy Needs," Catholic Library World, 52 (September, 1980), 54-56.

This article calls for public library cooperation to meet the needs of the estimated 10 to 20 million adults in the U.S. who cannot read. It is suggested that, in light of declining budgets, the appropriate special collections and services be made available only at certain designated libraries or branches within a public library system.

Collican, Patricia M. Self-Planned Learning, Implications for the Future of Adult Education ERIC document # ED 095 254, 1974.

This report examines several research studies which indicate that an adult's learning project is a personal and individualized effort. The need for reliable subject matter resources in a variety of formats will increase the need for diversity of "packaging" this subject matter (e.g., tapes, cassettes) for self-planned learning projects.

Combs, Arthur W.; Avila, Donald L.; and Purkey, William P. Helping Relationships: Basic Concepts for the Helping Professions 2nd ed. Boston : Allyn and Bacon, 1978.

This book examines the psychological bases for helping by discussing such topics as a definition of "professional helper," importance of self-concept, motivation, and learning as a change in personal meaning. Including an extensive bibliography, this book gives a basic yet broad-based introduction to the goals, responsibilities and methods of being a "helper."

Conference on Tatal Community Library Service. Total Community Library Service Chicago : American Library Association, 1973.

The dynamic changes which have been occuring in education, in community planning, in interlibrary cooperation and in community technologies (cable television, video cassette recording, etc.) have lead people to question the separate institutional approach to library services. This book contains several papers which address this question of the overlapping roles and responsibilities of public libraries, school libraries, academic libraries, special libraries and other educational resource agencies. Topics covered here include the following: trends in learning and education affecting community library services, new directions in the delivery of public services at the community level, develcpments in the library technology field (nonprint media,etc.) and past and present efforts at coordination of library services at the community level.

Conroy, Barbara, and others. Lifelong Learning for Adults Through Libraries ERIC document # ED 194 785, 1980.

This report contains six presentations by the Task Force on Libraries and Lifelong Learning, Adult Education Association which describe how public libraries can function as local alternative education agencies. Public libraries can also work with independent adult learners by forming cooperative working relationships with non-traditional educational institutions such as free universities.

Cross, K. Patricia. The Missing Link: Connecting Adult Learners to Learning Resources New York : College Entrance Examination Board, 1978.

This bibliographical report advocates that the goal of the learning society is to make adults better informed and more self-directed learners. Several methods for reaching this goal are discussed: facilitating access for all adults to appropriate learning resources; providing information to adult learners about available learning resources; matching learner needs with appropriate learning resources; providing counseling and referral services designed to assist learners in planning. The appendix provides a valuable bibliography listing information sources on lifelong learning in specific states.

Durrance, Joan C., and Vainstein, Rose, editors. Public Libraries and New Directions for Adult Services: An Institute in Honor of Rose Vainstein, Margaret Mann Professor of Library Science ERIC document # ED 213 427, 1981.

This document contains a collection of essays and recorded discussions about the role public libraries should play in serving adults. The essay by Jacquelyn Thresher titled "The 1970s - Decade of the Adult Learner" is especially appropriate in that it discusses the difference between librarian as readers' advisor and as adult learning consultant.

Fjallbrandt, Nancy and Stevenson, Malcolm B. User Education in Libraries Hamden, Conn. : Linnet Books, 1978.

Although this book focuses on academic libraries, the philosophy expressed here can be used as a working model for any library which is helping adults to become self-reliant library users. Stressing "usability" of the library and open communication between the learner and the librarian, two of the case studies presented have particular importance: the readers' advisory person-to-person approach (Univ. of Sussex, England) and the project-oriented approach (Roskilde University Centre, Denmark).

Fleming, Lois D., compiler. Proceedings of the Adult Basic Education and Public Library Service Conference, June 5-6, 1974, Miami Springs, Florida ERIC document # ED 116 647, 1974.

This conference sponsored by the State Library of Florida provided a forum for the interchange of ideas between public library staffs and specialists in adult basic education. These proceedings contain papers which describe existing ABE programs and the role of libraries in ABE. Appendixes include an extensive bibliography and a list of library programs in adult basic education.

Ford, N. "Cognitive Psychology and 'Library Learning'," Journal of Librarianship, 11, No. 1, (1979), 25-38.

Assumptions that libraries are central to the process of learning are as yet neither well defined or supported directly by empirical research evidence. However, recent advances in the study of learning have yielded results of greater relevance to the study of library organization and use than were previously available. Several case studies are briefly reviewed.

Giblon, Della L., and Henke, Esther Mae. "Backtalk: Adult Services in Oklahoma," RQ, 19 (Summer, 1980), 343-350.

This article discusses projects of Oklahome public libraries designed to combat the problem of illiteracy among adults and explains Oklahoma Image, a humanities effort aimed at attracting out-of-school adults to public libraries by focusing on the state's multicultural heritage.

Gotsick, Priscilla. "The Library as an Educational Institution," Southeastern Librarian, 25 (Summer, 1975), 10-13.

The traditional concept of public libraries as storehouses of knowledge for those with the skill or inclination to use them is changing as libraries explore ways to meet the changing needs of people. The library's role in the education of adults is evolving from the traditional despensing of information upon request to greater participation in continuing education. Programs such as adult learning centers stress the development of coping skills in the adult and encourage independent learning on how to solve problems through information.

Gross, Ronald. The Lifelong Learner New York : Simon and Schuster, 1977.

This book examines nontraditional learning experiences available to adults including libraries, commercial and public television, external degree programs, discussion groups, newspapers, museums, organizations (social, professional, religious, etc.), and free universities. This publication lists lots of available resources and can serve as a practical guide for an independent adult learner seeking to begin the learning process.

Haendle, Connie. "The Community Link: Libraries and the Literacy Volunteers of America," Wilson Library Bulletin, 50 (May, 1976), 731-733.

This article describes a group of librarians in Massachusetts who are involved in the Literacy Volunteers of America program. The major concern of the private nonprofit agency sponsoring this program is to help adults and teenagers who are inadequate readers.

Heffernan, James M.; Macy, Francis U.; and Vickers, John F. Educational Brokering: A New Service for Adult Learners Washington, D.C. : National Center for Educational Brokering, 1976.

This book presents a general overview of the educational brokering agency which serves as a middleman between adult learners and educational institutions and resources through a combination of activities: information giving, referral, assessment, counseling, outreach and client advocacy. The chapters address the following questions from the educational brokers viewpoint: how do we select our services? whom do we serve? how do we staff and organize our operations? how do we relate to other institutions? who do we reach our clients? how do we make it financially? how do we appraise our efforts?

Ivey, Allen E., and Authier, Jerry. Microcounseling: Innovations in Interviewing, Counseling, Psychotherapy, and Psychoeducation 2nd ed. Springfield, Ill. : Charles C. Thomas, 1978.

Microcounseling is defined here as a "systematic approach to training which appears to facilitate natural helpers in becoming more effective and assist less skilled would-be helpers to become effective." Designed for classroom as well as general reference use, this book can assist its reader to define his or her own unique interview behavior, identify its effect on the client, and demonstrate other interviewing and therapeutic styles.

Jennerich, Elaine Z. Microcounseling for Librarians Ph.D. dissertation, University of Pittsburg, 1974.

Librarians deal daily with users on a one-to-one basis and therefore have the need to develop effective interviewing skills. This dissertation reviewed pertinent literature of library science and of counseling to determine the present state of the interview in both professions. Microcounseling is a training method used to teach interviewing skills. The results of the research project conducted for this dissertation led its author to conclude that microcounseling as a model for interviewing training can be effectively used in library science education and might be extended to workshop and in-service training programs for practicing librarians.

Johnstone, John W.C., and Rivera, Ramon J. Volunteers for Learning: A Study of the Educational Pursuits of American Adults Chicago : Aldine, 1965.

This book is the final report of the National Opinion Research Center's investigation into the nature of adult education in America. It provides a general description of the nature and scope of adult participation in formal and informal educational pursuits. Going beyond the measurement of actual learning experiences, the report examines how different segments of the adult population perceive and evaluate learning experiences. The Center's research also examined the ranges of educational programs available to adults and the kinds of institutions engaged in providing the programs.

Klingberg, Susan. The Role of the Public Library in Non-Traditional Education ERIC document # ED 163 939, 1978.

This paper discusses the historical and contemporary involvement of the public library in non-traditional education with the focus on adult basic education. A section on the involvement of the National Endowment for the Humanities gives information about the financing of these programs.

Knowles, Malcolm S. "The Future Role of Libraries in Adult Education," Southeastern Librarian, 24 (Winter, 1975), 43-47.

The key features of non-traditional approaches to education are redefinition of the roles of student and teacher, the use of learning contracts and the mulitplicity of resources for adult education. Lifelong learning will require resource centers with specially trained librarians.

Knowles, Malcolm S. Self-Directed Learning: A Guide for Learners Chicago : Follett Pub. Co., 1975.

This book examines self-directed learning from both the learner's perspective and the teacher's perspective. In the section designated for the learner, the author directs attention to a definition of self-directed learning and why it is a valuable approach, competencies required for self-directed learning and how to design a learning plan. In the section designated for the teacher, Knowles discusses how to set the learning climate, defining and implementing the role of facilitator and developing self-directed learners.

Kozol, Jonathan. "How We Can Win: A Plan to Reach and Teach Twenty-Five Million Illiterate Adults," Wilson Library Bulletin, 54 (June, 1980), 640-644.

This article discusses the dimensions of the illiteracy problem among adults in the U.S. and suggests that librarians have been and will continue to be vanguard workers in the cause of the literacy struggle.

Layne, Elizabeth N. Continuing Education Services: How Public Libraries Can Expand Educational Horizons for All Americans ERIC document # ED 184 572, 1979.

This background paper for the White House Conference On Library and Information Services focuses on the Adult Independent Learner Project as undertaken by one public library in New Jersey. This program project provided in depth advisory and information support characterized by a close working relationship between the learner and the librarian. A principle obstacle to the success of this type program has been librarian resistance which is being countered through special training, time and dedication.

Lee, Robert E. "Adult Education." Encyclopedia of Library and Information Science New York : Marcel Dekker, 1968, p. 89-99.

Following a brief description of the "major program areas" of adult education in general, Lee discusses the history and objectives of library adult education in the United States. Lee shows how the library's educational objectives and its role in the community have changed. Personnel requirements and sources of information for planning adult services are listed and a table of examples of types and levels of adult services in libraries is included. The article closes with a brief section on current trends and areas of needed research.

Lee, Robert E. Continuing Education for Adults Through the American Public Library Chicago : American Library Association, 1966.

This book describes the evolution of the adult educational commitment of the American public library from 1833 to 1964. Particular attention is devoted to the most prevalent interpretations of the library's educational objective and the most common educational services provided during specific periods of this evolution.

Mavor, Ann S.; Toro, Jose; and DeProspo, Ernest R. Final Report: the Role of the Public Libraries in Adult Independent Learning, Pts. 1 and 2 New York : College Entrance Examination Board, 1976.

This report describes the development of CEEB's Independent Learning Project which involved public libraries in the design and implementation of individually tailored support services for adults engaged in or planning to engage in studying for CLEP examinations. It contains descriptions of program and staff development within individual libraries for this project as well as description of service programs used by the participating library systems.

Messick, Samuel and Associates. Individuality in Learning San Francisco : Jossey-Bass, 1976.

This collection of essays examines a variety of topics which can assist in better understanding the adult learner: individual differences and individualized education, cognitive styles in learning and teaching, masculine and feminine modes of functioning, cultural impacts on cognition and education, environmental influences on creative performance, and differential treatments for differential learning.

Mohrhardt, Foster E. "The Library and the Independent Learner: a Philosophy and Rational," RQ, 14 (Spring, 1975), 197-200.

This article views the resurgence of interest in independent study and the development of formal programs for nontraditional study as new opportunities for public libraries to serve the independent learner.

Molz, R. Kathleen. Library and Information Services for Enhancing Lifelong Learning: a Discussion Guide ERIC document # ED 179 242, 1979.

Prepared for the 1979 White House Conference on Library and Information Services, this discussion guide provides brief summaries and discussion questions for eight issues surrounding the role of public libraries in the educational process. Two of these sections are especially pertinent: issue #4) how libraries can improve and enhance lifelong learning opportunities and issue #5) how libraries can promote literacy.

Monroe, Margaret E. "Continuing Education for Older Adults," Drexel Library Quarterly, 15 (April, 1979), 71-82.

This article discusses the significance of statistical trends in the education level reached by older adults during the past 30 years. Some adult learning projects, such as the College Entrance Board Adult Learning Project, are described and suggestions are made regarding librarian functions with adult learners.

Morris, Roger. "Keep the Independent Student Independent," American Libraries, 4 (July/August, 1973), 421-423.

Libraries are getting involved with open university programs. However, some of these programs provide so much structure that they contradict the independent learning concept. One problem to be considered is the role of the librarian. Should librarians adopt the role of teachers?

Penland, Patrick R. Advisory Counseling for Librarians Pittsburgh : Univ. of Pittsburgh Book Center, 1969.

In this series of collected essays written by librarians, educators and psychologists, Penland has compiled information which explores the communication aspects of advisory service to adults and the training needs of librarians doing advisory work. These papers examine five themes: 1) the background, purpose and functions of advisory counseling in libraries; 2) the differences and interrelationships of information transfer and meaning transfer; 3) principles and functions of counseling and guiding the healthy, self-actualizing adult towards human development organized around life states, social role and various coping behaviors; 4) techniques for interview and question analysis; 5) methods of evaluation and research of advisory counseling for librarians.

Penland, Patrick R. Communications Manual for Librarians Pittsburgh : University of Pittsburgh, 1972.

The orientation of this manual is practical and introductory in nature. This material is not original; rather it is a collection of information discussing the basic principles and theories of communication as it can be applied in a library context. The book also contains numerous checklists and exercises which librarians could use to evaluate their adult services and for professional development programs.

Penland, Patrick R. Floating Librarians in the Community Pittsburgh : Univ. of Pittsburgh, 1970.

Penland has compiled here a collection of papers presented at an institute at the Pittsburgh Graduate School of Library and Information Science in 1970. The essays discuss four models of community communication services for librarians (outreach projects, community involvement, flexible approach to community needs, information and retrieval advocate) as well as community analysis and the library-community enterprise.

Penland, Patrick R. The Image of Public Library Adult Education as Reflected in the Opinions of Public Library Supervisory Staff Members in the Public Libraries of Michigan Serving Populations Over 25,000 Ann Arbor, Michigan : University Microfilms, 1960.

Penland drew three general conclusions from his dissertation study: 1) there is great confusion in the minds of librarians on what they are attempting to do in educating adult citizens; 2) the attitudes of librarians do not keep pace with professional

theory and there is little evidence that official objectives are being met; 3) librarians are reluctant to assume educational leadership and work with a team of consultants for community wide adult education programs.

Penland, Patrick R. Information Consultants and Learning Brokers Pittsburgh : University of Pittsburgh, 1979.

The learning resources available to adults are spread throughout the community in many organizations and groups such as libraries, museums, community agencies, political groups, governmental agencies, minority organizations, women's groups, etc. Because there is no effective integrated delivery system to coordinate information from these different resource agencies, the majority of adults need access to information brokers, learning consultants, and personal advocates. This book discusses ways in which public libraries have begun to employ information and retrieval methods and thus begin to function as community information centers. Many of these librarians have taken on the role of learning consultant by using a "shopping center" approach to learning opportunities.

Penland, Patrick R., and Mathai, Aleyamma. Interpersonal Communication: Counseling, Guidance, and Retrieval for Media, Library, and Information Specialists New York : M. Dekker, 1974.

Effective interpersonal communication will help the information specialist to more fully assist adults as they undertake information seeking and learning projects. Primarily behaviorial in orientation, this book draws widely on other disciplines, such as psychology and sociology, to help its professional audience conceptualize the process of human development and to formulate roles which facilitate such development.

Penland, Patrick R. Interviewing for Counselor and Reference Librarians (Preliminary ed.) Pittsburgh : Univ. of Pittsburgh, 1970.

Penland contends that although library schools train librarians in using information sources, these schools have paid only passing attention to interviewing skills needed for counseling and guiding library users. This book examines the psychological aspects of the communication process employed during interviewing and counseling library users.

Penland, Patrick R. Learning Patterns of Librarian Clients ERIC document # ED 128 106, 1976.

This study examined the educational patterns of individuals who have used public library resources for independent learning projects on a continuing basis. These individuals tended to use a combination of resources for information and planning: 1) self as resource; 2) non-human resources, such as library materials; 3) another person, such as a librarian; and 4) a group. Penland makes a case for librarians developing their role as learning consultants around the psychology of actual learning patterns rather than developing from the way instructors teach or from the way librarians teach people in library use.

Penland, Patrick R. Librarian as Learning Consultant Pittsburgh : University of Pittsburgh Book Center, 1976.

Penland has compiled here a collection of papers presented by a distinguished corp of speakers during an institute at the Pittsburgh Graduate School of Library and Information Science in 1975. Alien Tough enumerates the kinds of learning projects that adults undertake; Jean S. Brooks describes the experience of the Dallas Public Library with independent study; others focus on related topics such as developing helping relationships, communication processes, setting up staff training programs, etc. Bibliographies, forms and checklists are included in several of the papers.

Penland, Patrick R., and Mathai, Aleyamma. The Library as a Learning Service Center New York : M. Dekker, 1978.

This book concerns the role of the public library as a learning service center and describes methods by which librarians may become effective participants in interconnecting information networks in their communities. The authors are not so much interested in describing how to set up a learning service center as they are in presenting hypotheses about the adult learning transaction. Topics covered include learning environments and patterns,articulating problems, helping relationships, staff development, and training learning consultants.

Penland, Patrick R. Self-Planned Learning in America Pittsburgh : University of Pittsburgh, 1977.

Through a nationally administered questionnaire and a literature review, this report explores developments in the psychology of self-planned learning. The study was designed to explore the behavioral aspects of learning by the average citizen so that the impact of such behavioral patterns on the librarian's helping relationship could eventually be assessed.

Peterson, Richard E. and Associates. Lifelong Learning in America: An Overview of Current Practices, Available Resources, and Future Prospects San Francisco : Jossey-Bass, 1979.

Emphasizing recent and current programs, projects and proposals rather than tracing the history of adult and continuing education, this collection of essays profides: "1) a view of many of the potential partners in broadly conceived cooperative lifelong learning enterprises; 2) an array of facts about the motivations of adult learners, their perceptions about barriers to further learning; 3) a sense of the kinds of programs and problems existing in local settings; 4) an overview of the types of policies and programs being considered, if not yet implemented, by the federal and various state governments; 5) a range of leads for changes in institutions that could advance lifelong learning; and 6) a range of leads to further information." (Preface)

Seng, Mark W. "Adults vs. Children as Students: Seven Areas of Critical Differences," Texas Chapter Special Libraries Association Bulletin, 34 (July, 1982), 7-13.

As learners, adults generally differ from children in the following ways: age-related physical deterioration; organized, reasonably consistant self concepts; preference for self-directed individual learning; androgogy vs. pedagogy; motivation from self-expectations and social and work role pressures; and influence of past experiences.

Stevens, Mary A. Followup Study On Those Enrolled in a "Study Unlimited" Data Processing Course ERIC document # ED 191 535, 1980.

This paper reports on a survey of students who had enrolled in a self-paced, variable-entry data processing course offered by Black Hawk College in cooperation with area public libraries. Results of survey findings indicate this couse was successful in serving the students for whom it was intended: older students employed full time who wished to know more about computers and dataprocessing but who did not wish or were not able to take the class in the traditional classroom.

Toombs, William. A Study of Client Reactions: Lifelong Learning Center, The Free Library of Philadelphia ERIC document # ED 171 993, 1978.

The Lifelong Learning Center of the Free Library of Philadelphia conducted a mail survey to assess users' reactions to Center activities and to identify particular patterns of user interest. Considerable satisfaction was found with the Center's programs, particularly with the counseling aspect. Employment-related concerns were ranked highest suggesting that these adult learners focused on the immediate employment situation.

Toombs, William, and Croyle, Guy E., Jr. A Client Reaction Analysis: Final Report for the Lifelong Learning Center, Reading, Pennsylvania ERIC document # ED 171 994, 1978.

The Lifelong Learning Center at the Reading Public Library conducted a mail survey to determine how its users perceived various aspects of the Center's activities in terms of their needs and expectations. Analysis of the responses revealed high satisfaction levels regarding services accessibility, information quality, and staff relationships. Interpersonal staff exchange was perceived as the most valuable center asset.

Tough, Allen. The Adult's Learning Projects: A Fresh Approach to Theory and Practic in Adult Learning 2nd ed. Austin, Texas : Learning Concepts, 1979.

A landmark publication in the field of adult learning, this book presents a comprehensive description of adult learning efforts. Tough provides a wealth of ideas for improving adult learning, a storehouse of relevant related studies in the field, and a valuable discussion on needed research. He discusses what adults learn and why they learn as well as examining the

importance of the planning process and the practical implications for adult education practitioners and institutions. A chief contribution of the book is to highlight the wide desparity that that exists between adult learning and adult education. Adult education as it is currently known is just the tip of the iceberg that constitutes adult learning.

Tough, Allen. Learning Without a Teacher: a Study of Tasks and Assistance During Adult Self-Teaching Projects Toronto : Ontario Institute for Studies in Education, 1967.

This modified version of Tough's dissertation concerns how an individual plans and conducts an activity in order to learn some specific knowledge and/or skill. Tough studied the self-teaching behavior of 40 adults through intensive interviews and questionnaries. His research suggests answers to these questions: what does an adult do during self-teaching? which aspects of self-teaching cause difficulty and concern? how much assistance do self-teachers obtain with each task? from how many people? from what kinds of people?

Webber, Marjorie, and McClure, Charles R. "Educating the Academic Library User: Issues, Sources, and Comments," Oklahoma Librarian, 30 (July, 1980), 16-20.

This article reviews the issues/problems in library education. Basic problem areas are identified: lack of objective planning, lack of cooperation with faculty and administration, inappropriate methods of instruction, and poor quality of instructors. "Librarians should be educated to be teachers ... We (librarians) are dispensers of information, not collectors of books ... Goal should not be status and statistics, it should be giving and guiding."

Weingand, Darlene E. Reflections of Tomorrow: Lifelong Learning and and the Public Library (A Delphi Study) ERIC document # ED 190 108, 1980.

This study questions whether the public library can be or will be one of the non-formal providers of lifelong learning in Minnesota. The Delphi method (a research technique which differs from standard surveys in that problem solving is approached through the application of group intuitive expertise) was employed to discover how various segments of the public perceive the public library as an active participant in the independent educational process. Among its conclusions, the study states that the growing emphasis on adult learning will place public libraries directly in the lifelong learning mainstream by 1995.

Zweizig, D. "The Informing Function of Adult Services in Public Libraries," RQ, 18 (Spring, 1979), 240-244.

This article states that the true function of adult services in public libraries is to help people inform themselves. The providing of information in whatever form is only a step in that process, not an end in itself. Librarians should strive to be aware of how people seek information and how the infor-

mation is used in everyday situations. An understanding of the self-informing process can improve services by increasing the librarian's awareness of this phenomenon and by suggesting the communication skills needed to intervene more helpfully.